

## Putting It Together in the History Classroom

IN CHAPTER 12, READERS ARE INVITED INTO MS. LINDA CHIN'S SECONDARY HISTORY CLASSROOM TO LEARN MORE about how she plans and implements effective instruction for ELLs. Although the snapshots are from a history class, Ms. Chin's classroom setting, the materials she uses, and the teaching strategies she employs transfer to other subjects and can be modified for use with middle and secondary school ELLs. Like previous *Putting It Together* chapters, this chapter begins with a tour of Ms. Chin's classroom, an overview of the materials she uses, and Ms. Chin's reflections on implementing the TELLiM model to provide effective instruction to ELLs (see Table 12.1). Ms. Chin then demonstrates how she differentiates a summative assessment and implements instruction for two content-area lessons and four language mini lessons.

Ms. Linda Chin is completing her fifth year teaching U.S. history. She has a bachelor's degree in history and a master's degree in education. For as long as Ms. Chin can remember, she has been fascinated with history, a fascination fostered by teachers in high school and college courses who made history come alive in their lessons. Ms. Chin decided that she wanted to be that type of teacher—one who inspires all students to approach history with a sense of curiosity and inquiry. She wants her students to understand connections between historical events and the larger social, economic, and political developments, and to consider past events through the various perspectives of those who lived them. During her masters in education degree program, Ms. Chin was fortunate to work with a faculty member who was a working historian with a passion for improving educational opportunities for students in urban school districts. This faculty member also had substantial experience working with ELLs in the classroom and preparing teachers to work effectively with this group of students. During her methods courses, Ms. Chin began to collect, create, and adapt grade-level materials that are comprehensible to ELLs at various proficiency levels.



**TABLE 12.1**
**TELLiM Lesson Implementation Checklist**

Standard	Description (and Evidence) of Standard					√
S4-a	Instruction is contextualized.					
S4-b	Instruction builds on ELLs' previous knowledge.					
S5-a	Learning is assessed appropriately.					
S5-b	Content-area objectives and assessments for individual lessons.					
S5-c	Language objectives and assessments for individual lessons.					
S6-a	Materials are comprehensible to ELLs. (Check each strategy used.)					
	Appropriate reading level	Glossed words	Outlines	Highlighted text	Explanations in margins	
	Audio Books	Clear organization	Other	Native language	Attention to vocabulary	
S6-b	Presentational style is comprehensible to ELLs. (Check each device that is used within the lesson to increase comprehensibility.)					
	Realia	Other visuals	Graphics organizers	Think-Pair-Share	Other comprehension checks	
	Simplified language	Clear routines	Other	Native language	Attention to vocabulary	
S7-a	ELLs/teachers are engaged in academic collaboration.					
S7-b	ELLs/students are engaged in academic collaboration.					
S7-c	ELLs are engaged in planned, complex, academic conversations about their content area.					
S7-d	The development of content-area English language proficiency is supported.					
S8-a	Complex content-area thinking skills are taught.					
S8-b	Time for ELLs to practice these skills in meaningful circumstances is provided.					

Ms. Chin currently teaches five sections of U.S. history. ELLs and native-English-speaking students have been placed in each section. The snapshots provided in this chapter are from Ms. Chin's fourth period class, which consists of 24 students: 18 native-English speakers and 6 ELLs. The ELLs have English language proficiency levels ranging from advanced-beginner to high-intermediate. Natka Jigovic, Katy Boureth, and Soan Meng are ELLs with intermediate proficiency levels whose profiles are included in the appendix of this text; Betsy Ruiz is an early-intermediate native-Spanish speaker; Mehmet Yilmaz is a native-Turkish speaker who has intermediate- to advanced-intermediate proficiency in English; and Tabib Aster is a native-Turkish speaker who has advanced-beginner English proficiency.

The TELLiM model standards are used to illustrate the ways in which Ms. Chin meets the needs of this diverse group of students. The numbers of the TELLiM lesson/classroom standards (e.g., S4-a, b; S5-a, b, c) are embedded within the descriptions of Ms. Chin's classroom to illustrate how she plans for and implements each standard.

## A TOUR OF MS. CHIN'S ROOM

The first thing that visitors to Ms. Chin's secondary history classroom are likely to notice is a row of books standing on display atop a long bookcase running the length of the windowed wall. The display is more reminiscent of a library reading area than a secondary classroom. A closer look at the titles reveals historical fiction such as *April Morning* (Fast, 1961), *The Fighting Ground* (Avi, 1984), *Johnny Tremain* (Forbes, 1943), *My Brother Sam Is Dead* (Collier & Collier, 1974), *Sarah Bishop* (O'Dell, 1980), and *Time Enough for Drums* (Rinaldi, 1986). These historical fiction selections range in reading level from early-fifth through eighth grade (S6-a). Next to each book are sign-up sheets for audio (all titles are available as unabridged audiobooks) and video versions (*April Morning* and *Johnny Tremain* are available on video) (S6-a). Providing audio and video access to quality historical fiction enables ELLs and native-English-speaking students, regardless of reading level, to access high-level content, which, in turn, stimulates thinking (S8-a) and promotes complex academic conversations with peers (S7-b, c). Five black file boxes, one for each of the five history classes that Ms. Chin teaches, sit on the end of the bookshelf closest to her desk. Within each file box is a portfolio folder, one for each student in the class, that is filled with both their completed work and work-in-progress. Each student portfolio has a cover sheet on which the student logs each assignment that she/he adds. At the top of each cover sheet are the *essential questions* that Ms. Chin has established for the U.S. history unit she is now teaching: "What is the difference between freedom and liberty?" "Is war inevitable?" "How does perspective affect the way history is told?" (S4-a).

On entering Ms. Chin's room, visitors notice the configuration of students' desks, which are arranged in groups of four. Ms. Chin moves around the room as she lectures, returning to the whiteboard at the front of the room to illustrate key points with diagrams and to call students' attention to elements in images or documents projected on the whiteboard (S6-b). "Students whose backs are facing the whiteboard simply turn their desks around for that part of the lecture," she explains. "Most of the time," she continues, "Students collaborate in small groups and I either move from group to group or call individual students to my desk to conference about their work (S7-a, b, c; S8-b)." All students benefit from academic conversations with their peers and with Ms. Chin. Tabib Aster often requires this time to confer with Mehmet, who explains concepts to him in Turkish. Furthermore, structured small-group collaboration and individual conferencing provides Tabib (and other ELLs) with time to practice their academic English (S7-a, b, c, d; S8-b).

Above the whiteboard are the essential questions that Ms. Chin has established for the American Revolution unit. She draws students' attention to these as she reviews lesson objectives and assessments at various times during each lesson (S4-a).

The wall opposite the windows is covered with (1) maps of North America during the time of the Revolution; (2) copies of documents such as the Declaration of Independence and the Bill of Rights; and (3) images of famous people such as Jefferson, Franklin, Paine, Revere, and Washington. A timeline helps students follow the progression of events leading to, through, and following the American Revolution (S4-a). A list of reliable Web sites, which provide students with images, audio files, and additional information, is posted next to the timeline (S6-a).

Three *word walls* cover the back wall of Ms. Chin's classroom. One word wall features terms specific to the current chapter that are necessary for all students to learn, such as *aristocracy*, *imperial*, *feudalism*, *individualism*, *intolerable*, *Parliament*, *representation*, and *taxation*. Another word wall holds (1) Academic Word List (AWL) words that are found in history readings, such

as *advocate, amend, anticipate, arbitrary, authority, circumstance, contrary, convince, debate, establish, income, policy, principle, require, respond, strategy, sufficient, symbol, and unify*; (2) commonly used polysemous words that have different meanings when used in history, such as *cabinet, party, bank, branch, and stand*; and (3) affixes often found in history texts, such as *anti-, in-, un-, dis-, -ism, -tion, -ment, -ness, -less, and -al* (S7-d). The third word wall is filled with commonly misspelled words that Ms. Chin has reviewed in class and for which she holds all students accountable (S7-d).

Her American Revolution unit resource files are kept in a small file cabinet under the word walls and contain Ms. Chin's extensive collection of materials that have been made comprehensible to ELLs at various proficiency levels (and, therefore, to native-English-speaking students who have a range of reading levels). The collection includes many primary source documents which Ms. Chin views as seminal works in U.S. history.

## APPROPRIATE INSTRUCTIONAL MATERIALS

As mentioned, Ms. Chin has been collecting materials that are appropriate for ELLs since her master's degree program, and she continues to do so. Ms. Chin has glossed, highlighted, and easified passages in many primary source documents (S6-a). She has included these explanatory notes in the margins of seminal primary documents relevant to the U.S. history courses she teaches, such as the Declaration of Independence, the Northwest Ordinance, the U.S. Constitution, selected Federalist Papers, Lincoln's Gettysburg Address, and Lincoln's second inaugural address. Each document has a cover sheet that provides a summary in student-friendly language (S6-a).

Ms. Chin makes a large collection of historical fiction available to ELLs and other students. Studies have demonstrated the benefits of using historical fiction: They indicate that students believe historical fiction more than they do expository text, but that teachers must help students understand the context and perspectives in historical fiction (P. Fontaine, personal communication, August 1, 2007). Ms. Chin has accumulated a collection of audio- and videotapes to make historical fiction accessible to ELLs and to native-English-speaking students who struggle with reading. (S6-a, S8-a)

Ms. Chin also uses the Internet as a source of materials. She has found (1) user-friendly guidelines for using primary source documents, including how to find and evaluate primary sources, on the American Library Association Web site; (2) teacher and student-friendly worksheets to analyze primary source documents and photos on the National Archives Web site; (3) audio and video files of famous speeches on the Public Broadcasting System's Web site; and (4) the history of the American Revolution from multiple perspectives on the Web site [AmericanRevolution.org](http://AmericanRevolution.org) (S4-a). (URLs for each of these Web sites are included in the resource section of this chapter.) Ms. Chin explains that the Internet is an excellent source for materials and activities that make history come alive and promote content-area thinking. She explains,

When ELLs and other students can hear the words of Thomas Paine and read about the important roles that women played in the Revolution, and peruse diary excerpts and newspaper headlines from previous time periods, they are more likely to thoughtfully engage in history. (S4-a)

Ms. Chin explains that her class uses one of the school's computer labs approximately one period per week. Not all students have Internet access at home, so Ms. Chin also encourages students to use the computers in the school library after school and in the community library

during the evening and on weekends. Translation software that enables ELLs to translate Web-based documents is available on the school server. While machine translations are imperfect, they provide greater access to materials for ELLs who are literate in their first languages (S6-a).

Ms. Chin has accumulated a large collection of videos produced by the History Channel. While she rarely shows an entire video, she often likes to begin class with scenes that provide context (S4-a) for the day's lesson. She also shows scenes that can enhance comprehensibility and make history come alive for ELLs and others (S6-a, b). One video series that she uses during the American Revolution unit is *The Revolution: America's Fight for Independence* (History Channel, n.d.).

Because Ms. Chin uses a variety of cooperative learning groups, she has materials that enable her to group students quickly, thereby maintaining lesson momentum and ensuring that instructional time is not lost. She uses playing cards to identify students who will be called on during Numbered Heads, and she has laminated role cards (*reporter*, *note taker*, *timekeeper*, and *moderator*) that she distributes to learning groups to facilitate participation in focused discussions (S7-c).

## REFLECTIONS FROM MS. CHIN

Ms. Chin explains that she learned to plan instruction based on the enduring understandings in history during her masters in education program:

One of the courses I completed was curriculum planning and it was based upon the principles of Understanding by Design (Wiggins & McTighe, 1998, 2005). I learned that beginning planning by identifying what all students (ELLs included) need to know, ensures the planning of high-level instruction, and framing content-area instruction with an *essential question* provides a contextual framework that motivates and benefits ELLs and other students in the class. Essential questions also make instruction relevant; questions like *Is war inevitable?* and *What should the role of government be?* are as relevant to ELLs and other students in my classes today as they were to young people during the Revolution. Many students, ELLs and native-English-speaking students alike, have family or friends who are serving in Iraq or Afghanistan, and have experienced the day-to-day changes caused by war. ELLs in our school system also come from countries that have been impacted by war. I am mindful of the possible increased sensitivity these ELLs may experience during class discussions. (S4-b)

Returning to the topic of essential questions, Ms. Chin explains that although she understands the power of essential questions to engage and motivate students, writing questions that both capture the essence of the enduring understanding and pique the interest of students is challenging. She continually rewrites and tweaks the essential questions in collaboration with colleagues in the history department until the questions get at the enduring understandings and engage students:

I find that questions of perspective work well with this age-group. For example, *Who has rights to the land?* has been an effective question for framing instruction on Westward Expansion. This question encourages students to discuss Westward Expansion from multiple perspectives, which gets to another enduring understanding in history: the telling of history can be different depending upon the perspective of the author. All students need to understand that history is told by the victor. (S8-a)

When asked about the three word walls in her room, Ms. Chin responds that reading successfully in history depends on students' understanding of the vocabulary, which is very dense. According to Ms. Chin, she teaches terms and dedicates portions of each instructional unit to building vocabulary that will be useful to ELLs and other students throughout the history courses they will take (S7-d). The ELLs in Ms. Chin's class have ongoing exposure to all the AWL words that are found in their history text. She explains,

My students have the opportunity to hear, see, and work with these words on a daily basis. They use them in academic conversation. They learn them. (S7-d, S8-b) Students also learn to spell commonly misspelled words such as *to*, *too*, and *two* correctly. It makes an important difference in their writing. (S7-d)

By providing ongoing time for focused student discussions, Ms. Chin reinforces one of the cornerstone enduring understandings of history: the importance of citizenship (Fontaine, personal communication, August 1, 2007).

Ms. Chin explains that she keeps "teacher talk to a minimum," and adds,

I have arranged desks in the room in clusters to provide ELLs and other students with time to discuss concepts in class (S7-b, S8-b). I generally begin concept discussions in small groups to provide ELLs with the opportunity to practice language. (S7-b, c; S8-b)

Ms. Chin dedicates time at the beginning of each school year to discussing the value of group work and the strengths all students bring to the classroom. Ms. Chin discusses the benefits of bilingualism and biliteracy. She introduces the term *interlanguage* and describes the role it plays in language learning (S4-b). Ms. Chin explains,

I have seen too many situations where teachers or students think that an ELL is being rude when she uses her first language. That's usually not the case. ELLs in my classroom are learning academic language and interlanguage plays a role in that process. (S4-b)

While Ms. Chin makes frequent use of student discussion groups, there are times when she does lecture. She explains that when she lectures she accompanies the lecture with visuals (S6-b), and she encourages students to use graphic organizers to help them process lecture content and organize this content for effective study (S4-a).

Ms. Chin attributes her vast collection of comprehensible materials to the influence of her history professor:

My history methods professor had been a classroom teacher herself for many years. She helped me to understand that primary documents are very important. While these may be difficult reading for ELLs and other students, we, as teachers, must make some passages accessible. All students should see the Declaration of Independence and hear the richness of its language. In the margins or in an accompanying document, the teacher can unpack the passages that she feels are most important. (S6-a, S7-d, S8-a)

Like other teachers who work to make materials comprehensible through highlighting and glossing, Ms. Chin acknowledges that this is a time-consuming process. She focuses on making materials comprehensible for one unit each year. She explains,

If I commit to completing one instructional unit of four to six weeks for the year, the task does not seem overwhelming to me. I also collaborate with other history teachers and we share materials. As a result, after five years in the classroom, I have a fairly extensive collection of comprehensible materials. (S6-a)

## IMPLEMENTING THE AMERICAN REVOLUTION UNIT

In earlier chapters, Ms. Chin has described how she determined the enduring understandings, learning outcomes, and essential questions for this unit on the American Revolution. She identifies content-area learning outcomes that remain the same for all students regardless of their English-language proficiency:

- Explain the different perspectives of citizens regarding the American Revolution.
- (While understanding that each experience is unique), discuss perspectives as they might apply to the experiences of subgroups (e.g., Native Americans, African Americans, women, members of upper and working classes) during that time period.
- Substantiate the position that the American Revolution was inevitable or that it was avoidable.

Ms. Chin next develops a variety of assessments from which students can choose to demonstrate mastery of the learning outcomes. For example, assessment options that she provides for the first learning outcome are as follows:

1. Choose at least four events leading up to the Revolutionary War and plot these on a timeline; prepare a four- to five-page essay comparing and contrasting each event from at least two perspectives.
2. Create a poster with a Venn diagram illustrating at least two perspectives on four major events leading to the Revolutionary War.
3. Adopt the role of one character (authentic or fictional) that will represent the perspectives of a particular group from revolutionary times. Prepare a PowerPoint presentation explaining your political views and the ways in which major events leading up to the war have affected your daily activities. Be sure to include a handout.

Each assessment requires students to demonstrate mastery of the first learning outcome. Option 1 requires substantial academic writing, Option 2 involves far less writing, and Option 3 requires academic speaking and bulleted writing in the form of a PowerPoint presentation and handout. Multiple options enable students to demonstrate content-area mastery apart from English proficiency and academic-language literacy (S5-a). One of Ms. Chin's goals is that all students complete her course more academically literate than when they began. For this reason, she provides students with different rubrics depending on their current academic-language abilities with the goal of building their academic-language skills.

Ms. Chin reviews the proficiency levels of each student: She accesses their cumulative folders at the beginning of the year but, as the year goes on, relies more heavily on the products within each student's portfolio. Her aim is to make summative assessments challenging, yet accessible. For example, Table 12.2 illustrates how Ms. Chin further differentiates the assessment option to "Create a poster with a Venn diagram illustrating at least two perspectives on four major events leading to the Revolutionary War" for different levels of language proficiency (S5-a, S7-d).

**TABLE 12.2**

Assessment Options: Poster

Proficiency	Rubric Variations	3	2	1	0	Comments
<b>Native-English speaker at grade level</b>	<ol style="list-style-type: none"> <li>1. A paragraph describes each event</li> <li>2. Two perspectives are provided for each event</li> <li>3. Information is accurate and is supported by citations</li> <li>4. Paragraph structure is logical and clear</li> <li>5. Sentence structure is varied</li> <li>6. Writing is without mechanical errors</li> </ol>					
<b>Transitioning intermediate</b>	<p>1–5 are same as above</p> <ol style="list-style-type: none"> <li>6a. Correct use of capitalization</li> <li>6b. Spelling of word wall words is correct</li> <li>6c. Verb tenses are correct</li> <li>6d. Sentence structure is correct</li> </ol>					
<b>Early intermediate</b>	<ol style="list-style-type: none"> <li>1. One to two sentences to describe each event</li> <li>2. One to two sentences to describe perspectives for each event</li> <li>3. Information is accurate</li> <li>4. Structure of simple sentences is correct</li> <li>5a. Correct use of capitalization</li> <li>5b. Spelling of word wall words is correct</li> <li>5c. Verb tenses in simple sentences are correct</li> </ol>					
<b>Advanced beginner<sup>a</sup></b>	<ol style="list-style-type: none"> <li>1. A labeled visual image depicts each event</li> <li>2. Two perspectives are explained with phrases</li> <li>3. Information is accurate</li> <li>4. Terms on word wall are spelled correctly</li> </ol>					
<b>Beginner<sup>a</sup></b>	<ol style="list-style-type: none"> <li>1. Visual images and sentence strips are correctly positioned to label each event</li> <li>2. Visual images are matched with sentence strips to illustrate each perspective</li> </ol>					

NOTE: For each proficiency level, (a) the Venn diagram clearly illustrates two perspectives at four major events, (b) events are clearly labeled, (c) the Venn diagram illustrates similarities and differences for at least two perspectives for each event, and (d) perspectives are clearly labeled.

a. Assessment assumes that instruction has been made comprehensible through the services of a native-language tutor (teacher or peer) and/or ESOL support. Ms. Chin provides the ESOL teacher and native-language tutors with copies of the assessment options and the rubrics so they can support content-area learning (S7-d).

Once Ms. Chin has developed assessments, she considers the specific content-area objectives that students must master to successfully complete the assessment options. Although each assessment differs in its language requirements, all assessments require students to develop a clear understanding of the events that led to the Revolutionary War including the French and Indian War, the Sugar Act, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston



Tea Party, the Intolerable Acts, the First Continental Congress, Patrick Henry's speech, and Paine's "Common Sense." She teaches ELLs and others to consider the beliefs and political positions of various groups including Loyalists, Patriots, and Native Americans, as well as the beliefs that were influenced by geographical region, race, ethnicity, gender, and socioeconomic status (S8-a).

Ms. Chin develops the following content-area *lesson objectives*, which will lead to the mastery of unit learning outcomes:

1. Explain the political and economic factors that contributed to the Revolution.
2. Explain the development of individualism in the American Colonies.
3. Considering American individualism, interpret the reaction of colonists to Acts imposed without representation.
4. Explain the different perspectives of Native Americans, African Americans, and women.
5. Empathize with various identified perspectives.
6. Apply your understanding of the different perspectives to events leading up to the Revolution.

Ms. Chin has also established long-term English-language learning outcomes. She explains, "Making language learning outcomes visible keeps focus on academic-language goals." According to Ms. Chin, establishing grade-level language learning outcomes focuses students at various levels on the language abilities they must eventually develop. She explains how she establishes and uses language learning outcomes:

Language is developmental and ELLs will not be able to meet the established long-term language learning outcomes right away. I have students (ELLs and native-English speakers) who come to my course with reading levels that are several years behind grade level. The goal for all students is to improve throughout the year. To foster improvement, I establish overall language learning outcomes and use students' current language abilities to differentiate learning outcomes. (S5-a)

Ms. Chin identifies the following language learning outcomes for the unit:

1. Use the comprehension strategies necessary to access and deconstruct text in primary-source documents and historical novels (figure out vocabulary, use markers for tense and for change in topic/flow, and deconstruct clauses).
2. Activate the schemata and background knowledge necessary to make sense of the materials and classroom lectures.
3. Write papers and make presentations using grade-level content-area language.
4. Prepare presentations comparing and contrasting multiple perspectives regarding the American Revolution.

Ms. Chin makes the learning outcomes clear to all students and illustrates how she differentiates these language outcomes for Soan, an intermediate level ELL, from Cambodia:

1. Use comprehension strategies to analyze comprehensible primary source documents using primary source worksheets. Correctly use vocabulary terms and words that are on the word wall. (Ms. Chin will only grade Soan on words she has taught and the commonly misspelled words she has reviewed.) Correctly use the simple past tense in describing historical events (S5-a, S7-d).

2. Activate the schemata and background knowledge necessary to make sense of the materials and classroom lectures. (No changes to original learning outcome.) (S4-b).
3. Create a Venn diagram to show similarities and differences. Write topic sentences for the most important events and then list supporting details (S5-a, S8).
4. Prepare a poster presentation comparing and contrasting multiple perspectives regarding the American Revolution and explain it to your group (S7-b, c; S8-b).

Differentiating language learning outcomes that are appropriate for Soan’s level of English proficiency and sharing these with him provides challenging yet attainable goals for language development in history. Unlike other classes—in which Soan is told, “Do the best you can” and is left to guess at how to do this—in Ms. Chin’s class he knows exactly what he needs to do to demonstrate mastery. The learning outcomes that Ms. Chin has developed for Soan are also appropriate for Kathy, a native-English speaker who has an individualized education plan, and for Nadine, another native-English speaker who reads and writes several years below grade level. Providing students with challenging yet attainable learning outcomes serves to scaffold their academic-language development as well as their understanding of U.S. history. As students with alternate language learning outcomes improve, Ms. Chin is able to increase the language level of learning outcomes for subsequent instructional units. (S4-b, S5-a, S7-d).

## Review, Reflect, Apply

1. *Review:* How does the setting in Ms. Chin’s classroom foster educational opportunities for ELLs?
2. *Review and reflect:* Ms. Chin explains how she differentiates assessment evidence for content and learning outcomes for language. Review the differentiated assessments and reflect on how these improve academic opportunities for ELLs. Now review the differentiated language-learning outcomes. How do these serve to measure and scaffold language development?
3. *Apply:* Consider a summative assessment you have created for a content-area unit; decide if it sufficiently differentiates for English-proficiency levels and, if necessary, make appropriate adjustments.

## ALIGNING LESSONS WITH TELLiM STANDARDS

This section presents two content-area lesson narratives. As in previous chapters, TELLiM standard numbers (S4, S5, S6, S7, S8) are embedded within the first narrative to illustrate how Ms. Chin’s instruction is consistent with these standards. A *Review, Reflect, Apply* section encourages readers to identify specific standards in the second lesson. A completed chart follows this activity to enable readers to self-assess their understanding. The section concludes with four language mini lessons. (Ms. Chin has found the materials [and links] available to teachers through EDSITEment extremely valuable in teaching about the American Revolution as well as other core topics in U.S. history. A link to this source is provided in the resource section of this chapter.)

Ms. Chin’s students have recently completed studying about the French and Indian War and the series of events leading to the Revolutionary War. They are also reading historical

fiction selections. While some of this reading is completed at home, Ms. Chin also provides class time for independent and paired reading. During this time, students read, discuss their reading, and conference with Ms. Chin (S7-a, b, c). In conferences, Ms. Chin assesses and supports students' comprehension of the text as well as their ability to make connections between the historical fiction and their history lessons (S8-a; S5-a).

## Lesson 1: The Influence of Common Sense

In Lesson 1, Ms. Chin prepares students to read *Common Sense* (Paine, 1776), which is considered a major turning point in the colonists' decision to declare independence from England. She has adapted "The Influence of Common Sense," a lesson (Barlowe, Gerwin, & Bender, 2007) that she found on the Web site, EDSITEMent. As the lesson's authors recommend, Ms. Chin teaches this lesson over four 50-minute classes. Students are grouped heterogeneously (by language proficiency). ELLs work with native speakers and with other ELLs: Mehmet works in a group with Tabib and two native-English speakers; Betsy works in a group with Ana, an English-proficient student who speaks Spanish as a first language.

### Content Objectives

- Identify important arguments for independence made in Paine's *Common Sense* and explain why these arguments helped persuade American colonists that independence was necessary.
- Describe the importance of *Common Sense* in the movement toward revolution.
- Define the role of Thomas Paine in the Revolution and describe the special skills that he brought to the work of the American Revolution. (S5-b)

(These three objectives are listed in the lesson by Barlowe et al., 2007.)

### Language Objectives

- Engage in academic discussions about Thomas Paine's *Common Sense*.
- Use academic writing to explain why Paine's writing is important.
- Explain the meaning of key phrases in *Common Sense*. (S5-c)

Ms. Chin begins the lesson by reading through each content and language objective as she points to it on the board to ensure that ELLs and other students will know what they are to learn as a result of the lesson (S4-a). She then reads through the agenda for the day's lesson, which is posted on large chart paper: (1) Analyzing the quote—Numbered Heads, (2) Jigsaw—*Elementary Common Sense of Thomas Paine* (Wilensky, 2005) (S4-a). Ms. Chin has used both Numbered Heads and Jigsaw activities with her class many times, so students are familiar with the routines for working in these groups (S6-b). Today she explains, "Please count off in groups while I write the quote on the board." She writes, "The pen is mightier than the sword" and turns to students. "Ready?" she asks. She pauses to ensure that the students are ready to move forward. She then explains, "I want you to work in your groups to make sure that each of you understands this quote. You have three minutes to make sure that each of you is ready to explain the quote. Go" (S7-b, c).

ELLs and others engage in small-group discussions (S7-b). Some students take notes while others simply converse. Ms. Chin gives students a reminder when 30 seconds remain. She tells

students when it is time to stop and randomly picks a card from the modified deck of playing cards (Ace through 4). She holds up the three of spades, indicating that the number 3 student in each group is responsible for reporting out. Jenny, a native-English speaker begins, “It means that words have the power to influence more people than violence does.” Katy is next to report out and is slow to begin: “I don’t know. . .” Katy pauses. Ms. Chin allows wait time for Katy to process the language (S7-d). Katy continues, “We all said it was like what we learned last year about Martin Luther King. His speeches were powerful.” Ms. Chin nods and clarifies, “So he was able to influence people with written speeches?” Katy nods, “Yes.” “Katy, I’m not sure if everyone heard me,” Ms. Chin says. “Could you tell the others what I said?” Katy smiles and tells the larger group, “Martin Luther King had influence with his words” (S7-d). Next Minda, a native-English speaker, reports, “We agree with what others are saying. Words have great power to influence.” Ms. Chin asks if any group had discussed anything different and checks for understanding before moving on (S5-a). Ms. Chin then projects an image of Thomas Paine and tells the class,

Today we are going to read the words of Thomas Paine. He was an immigrant to the United States and his words had great influence on the colonists. We will read his original speech together tomorrow. First, I would like you to read about his speech, which will make it more understandable. We will do this using a jigsaw.

Ms. Chin has divided Wilensky’s (2005) 100-page adaptation of *Common Sense* into six fairly equal sections. The book defines key terms and illustrates key points with very engaging student-friendly drawings (S6-a).

Students read through their sections independently. Some students finish early and have time to read their historical novels. (The time Ms. Chin has spent on teaching students to work in groups ensures that students follow routines. They know what they should do if they complete their task early.) Once Ms. Chin is certain that all students have read through their sections, she brings together students who have read the same sections for discussion. Here students have the opportunity to explain, check, and refine their understanding of the selection they have read (S7-b, d). Soan is in group one. He understands much of what he has read but is unsure of some of the vocabulary. Soan knows that tomorrow he will need to explain his section to other students who have not read it, so it is important to check his understanding (S7-c, d). Discussing the section with others who have read it and listening to their interpretations makes the section clear to him (S7-b, c; S8-a, b). With five minutes remaining in the period, Ms. Chin explains,

Tomorrow we will put Thomas Paine’s speech together. You will return to your original groups and teach the section you have read to others. Right now I want you to take an index card and write the most important thing you learned about your section as a ticket-to-leave. (S5-a)

The following day students return to their original mixed groups to teach their sections to others, which serves to engage ELLs and native-English speakers in purposeful academic discussion (S7-b, c, d; S8-a, b). As students discuss the various sections of Paine’s writings, Ms. Chin circulates to assess their content-area understanding and use of academic language as well as to clarify confusions (S5-a, S7-a).

Later, Ms. Chin provides students with a copy of selected excerpts from “Common Sense,” which she also projects on the whiteboard. She explains to students that they will read this together in a large group much like the original might have been read in a coffee house, tavern,

or meeting place in colonial times and then proceeds to read Paine's words with expression (S6-a). Following Ms. Chin's reading, students work together in heterogeneous groups to complete the question worksheet that accompanies the lesson (S7-b, c; S8-a, b). Here, they must explain the meaning of selected excerpts. Ms. Chin circulates to informally assess students' academic collaboration and conversations (S5-a) and to join in discussions as appropriate (S7-a). Student groups report their interpretations of passages to the large group (S7-b, c; S8-a, b). Ms. Chin provides students time to make adjustments to their worksheets based on the interpretations of others (S8-b).

## **Lesson 2: *Choosing Sides—The Native Americans' Role in the American Revolution***

(Readers are encouraged to match TELLiM standards with lesson activities as they read through this lesson; a *Review, Reflect, Apply* activity will follow.)

Multiple perspectives are an enduring understanding in Ms. Chin's unit, and she has found and adapted a lesson that is effective in helping students explore multiple perspectives, *Choosing Sides: The Native Americans' Role in the American Revolution* (Mehr & Jaffee, 2007). The learning objectives described in the lesson are consistent with Ms. Chin's content-area learning objectives; the resources provided in the lesson, including graphic organizers, maps, primary source documents, and links, make history come alive for students, and save Ms. Chin valuable time. Ms. Chin has used glossing and easification to make the most salient primary source documents accessible to ELLs and other students who need additional support with text.

Students work in heterogeneous groups throughout this lesson, and ELLs work in groups with native-English-speaking students. Ms. Chin has purposefully placed Mehmet and Tabib together in a group.

### **Content Objectives**

- Describe the different positions and perspectives of different Native American nations during the American Revolution.
- Explain the issues involved for Native Americans in choosing the British or the American side of the conflict, such as maintaining trade or preserving homelands (Mehr & Jaffee, 2007).

### **Language Objectives**

- Use academic language to discuss the homework reading.
- Create a T-chart or Venn diagram to demonstrate your understanding of the multiple perspectives of Native American nations.

In this lesson, ELLs and other students collaborate in heterogeneous groups to examine and analyze maps, documents, and firsthand accounts in order to identify the perspectives and positions adopted by various Native American nations (Mehr & Jaffee, 2007). To prepare for the lesson, Ms. Chin downloads the available maps, primary source documents, and primary source analysis worksheets from the EDSITEment Web site. She also bookmarks the Web site for students so they can access it from one of the two classroom computers or while in the

computer lab. Ms. Chin has also used information from *Native American Voices* (Digital History, n.d.) to develop a PowerPoint presentation that extends the very brief discussion of the role of Native American nations in the American Revolution that is found in student textbooks.

Ms. Chin begins her class by reviewing content and language objectives, which are posted on the whiteboard. She then takes students through the agenda, which, as always, is written in large letters on chart paper: (1) Text—review, (2) PowerPoint—Native Americans in late 18th-century North America (a review), (3) Think-Pair-Share, and (4) Ticket-to-Leave.

The previous evening, students read short passages in their textbooks that included a one to two paragraph description of the roles of women, African Americans, and Native Americans in the Revolutionary War. (Ms. Chin reviewed vocabulary prior to assigning the homework. Tabib, Soan, and Betsy have texts that feature glossing of words, and easification of complex text constructions.) Ms. Chin's students know that they will be responsible for reporting their understandings of the assigned homework in groups and therefore generally read with purpose.

Ms. Chin begins the lesson by explaining that students will collaborate to review their homework and assigns a number to each of the six groups of four students. Ms. Chin begins the lesson by telling students

After I explain directions, you will spend five minutes reviewing and discussing the reading you completed for homework. Your task will be to report out to the class about the roles of women, African Americans, and Native Americans during the time leading to the American Revolution. One person from each group will report to the class. Count off by fours within your groups.

Ms. Chin distributes task cards (timekeeper, reporter, moderator, recorder) and explains, "Ones will take notes, twos will keep track of time, threes and fours will report out. Each group will select a moderator." On the board, Ms. Chin writes, "African Americans—Groups 1, 2"; "Native Americans—Groups 3, 4"; and "Women—Groups 5, 6." She instructs students to begin.

Because students have had ongoing practice working in cooperative groups such as this, they begin their discussions immediately. Ms. Chin positions herself near Group 3 to check their progress. Rather than engaging in group discussion, Mehmet and Tabib are conversing, and Shawna and Rob are engaged in a separate discussion. Ms. Chin notices that the four students are on-task topic wise, but off-task in their group roles, and reminds them, "Make sure you are all involved in the discussion." She then asks, "Who is the moderator?" Mehmet acknowledges that he is the moderator and explains, "I'm helping Tabib." Ms. Chin has struggled with the role that Mehmet should play in situations such as this. Think-Pair-Share activities are effective in making content comprehensible to Tabib, who, when working with Mehmet, can use Turkish and interlanguage to discuss concepts and reading. Ms. Chin knows, however, that Mehmet also needs to practice language constructions with more competent speakers to continue to become more proficient in academic English. She reminds the four students of their roles and their responsibilities to the group, and reinforces that Tabib may contribute in a mixture of languages. She waits while they begin to engage in group discussion. Mehmet explains to the group, "Sorry. I was explaining about the confederation." Shawna, who is timekeeper, says, "We only have two minutes left. What should we report? What's most important?" Tabib leans in and listens attentively, but, initially, doesn't contribute. After a pause, he says, "The Iroquois was with the English." Rob adds, "I think it says just four of them [Iroquois nations], not all the Iroquois." The group discussion continues until Ms. Chin calls time. Each group reports out briefly.

Ms. Chin then calls students' attention to the essential question, which is posted above the whiteboard: "How does perspective affect the way history is told?" She tells them,

We are going to focus on this question as we discuss the roles of diverse groups, such as women, Native Americans, and African Americans. You have read the textbook version of the roles of diverse groups and you have read a lot about women in your historical novels. Today, we are going to learn more about the role of Native Americans.

Ms. Chin refers to the agenda and explains,

First I am going to present some background—a review of Native American life in the years leading up to the Revolution. As I do this, I want you to think about who Native American nations might support, the Patriots or the British, and why they might support either of these.

Prior to the presentation, Ms. Chin distributes a handout of a map showing the location of Native American nations and a numbered list of the concerns of six major Native American nations. Ms. Chin begins the PowerPoint presentation, which uses maps and photos to illustrate the concerns of various Native American nations. She speaks slowly and stops to paraphrase words when necessary. She also calls students' attention to maps that are displayed throughout the room, and students use the maps she has distributed as references. She projects the numbered list of Native Americans' concerns on the whiteboard.

Following the presentation, Ms. Chin directs students to spend five minutes in a Think-Pair-Share activity to discuss the allegiances they think each of the six Native American nations will form and to explain why they will form these allegiances. She ends the lesson by having students complete a ticket-to-leave worksheet in which they write about the positions they believe that each Native American nation will take. Ms. Chin reminds them

You are responsible for spelling all word wall words correctly. You are also responsible for beginning sentences with capital letters and ending them with a mark of punctuation. You may use texts and handouts, and you may conference within your groups.

Ms. Chin circulates as ELLs and other students work to complete this assignment, which she will review to assess understanding and identify any misconceptions.

During the following day's lesson, students will analyze primary source documents about the various positions and allegiances of Native American nations. (Ms. Chin has formatted the text of these documents to enable her to use easifications and glossing in document margins to make them comprehensible to ELLs.) Working in small groups, students will use the information gleaned from these documents to complete Venn diagrams and T-charts illustrating the positions and allegiances of the various nations.

## Review, Reflect, Apply

1. *Review and Reflect:* Review Lesson 2 and reflect on how Ms. Chin aligns instruction with the TELLiM standards.

2. *Apply:* Apply your knowledge of aligning lessons with the TELLiM standards using Table 12.1. Explain how Lesson 2 is aligned with the standards.

3. *Apply*: Explain the strategies that Ms. Chin used to make instruction comprehensible.
4. *Apply*: Explain the strategies she used to build academic-language. How does she effectively use grouping to support both Mehmet and Tabib?

## Summary

Table 12.3 shows how the Lesson 2 narrative is aligned with TELLiM standards. Some elements of the lesson are consistent with several standards.

**TABLE 12.3**

Aligning Ms. Chin's Lesson 2 With the TELLiM Standards

### **S4-a Instruction is contextualized**

Ms. Chin provides clear content- and language-learning objectives and an agenda for the lesson.

Classwork builds on homework assignments and is linked to the essential question, "How does perspective affect the way history is told?"

Ms. Chin explains the purpose of the reading assignment.

### **S4-b Instruction builds on ELLs' previous knowledge**

Ms. Chin reinforces the value of native languages and reminds students that Tabib may contribute in a combination of English and Turkish.

### **S5-a Learning is assessed appropriately**

Ms. Chin informally assesses content-area understanding and group interaction skills as she circulates during the first activity. She informally assesses during Think-Pair-Share.

She assesses content-area understanding with the ticket-to-leave assignment.

### **S6-a Materials are comprehensible to ELLs**

Texts and primary source materials are made comprehensible using glossing and easification.

### **S6-b Presentational style is comprehensible to ELLs**

Ms. Chin uses photos and maps in the PowerPoint presentation. She also projects a numbered list that she refers to as she explains the concerns of each Native American nation. (Numbering, rather than bulleting, the list makes it easier for ELLs to follow along.)

Ms. Chin speaks clearly and paraphrases words for clarity.

### **S7-b Academic collaboration between ELLs and other students is fostered**

Ms. Chin's students work in teams to discuss reading completed as homework. Each team member has a clear role.

Students engage in a Think-Pair-Share activity to discuss the information provided in the PowerPoint presentation.

(These also are consistent with standards S4-a, b; S5-a, S6-a, and S8-d.)

### **S7-c ELLs are engaged in planned, complex, academic conversations about their content-area**

The two group activities provide time for planned, complex academic conversations.

### **S7-d The development of content-area English-language proficiency is supported**

The academic conversations in which students explained sections of their text to others fosters the development of content-area English language abilities.

### **S8-a Complex content-area thinking skills are taught**

ELLs and other students are challenged by the essential question, "How does perspective affect the way history is told?" They use knowledge of the concerns of various Native American nations to think about this question.

ELLs and other students use their knowledge of the concerns of Native Americans to predict the allegiances of Native American nations.

### **S8-b Time for ELLs to practice these skills in meaningful circumstances is provided**

ELLs and other students engage in meaningful discussions throughout the class

They complete the written ticket-to-leave in which they write about their predictions.



## LANGUAGE MINI LESSONS

Ms. Chin understands the importance of building the academic-language abilities of ELLs and other students in her history classes. She accomplishes this, in part, by making materials and presentations comprehensible and by providing ongoing opportunities for ELLs and other students to engage in purposeful academic conversations. Additionally, Ms. Chin plans and implements a series of mini lessons to promote the development of academic-language abilities. Ms. Chin plans these lessons based on the observed needs of her students. One observation, which she made early in the school year, is that ELLs and many other students struggle to comprehend text. Ms. Chin was inspired by the work of Tovani (2000, 2004), who herself taught struggling readers and provided professional development to content-area teachers. One instructional strategy used by Tovani, which Ms. Chin has found to be helpful with secondary history students, is teaching students to highlight text.

### Mini Lesson 1: Highlighting Text

Ms. Chin regularly reads history selections aloud and models her thinking as she reads: paraphrasing to make sense of the text, self-checking for comprehension, and rereading to confirm her understandings or unscramble confusions. Ms. Chin demonstrates how she slows down when reading is dense, skims text to locate specific facts or passages, and uses the structure of the textbook (headings, illustrations, boldfaced terms) to check her comprehension.

Ms. Chin has noticed that her students often do not recognize when they become confused. Following the recommendation of Tovani (2000, 2004), she asks half the students to bring yellow highlighters and the other half to bring pink highlighters. She keeps the highlighters in baskets in the classroom so they are easily accessible to students.

Ms. Chin photocopied a selection of text and provides copies to each student. She projects a copy of the text on the whiteboard and explains that she will use the highlighters to help her make sense of her reading:

Every time I am confused by what I read, I will highlight the text in yellow. When I am very clear about what I am reading—clear enough that I could teach it to others—I highlight the text in pink.

Ms. Chin models reading the text, highlighting as she goes. She explains, “The purpose of this activity is to identify the parts of the text that you understand and those parts that you find confusing. The only wrong response is to have text that is not highlighted.” After Ms. Chin models the highlighting process, she provides students with short passages of text to highlight and she circulates to assess student understanding.

Ms. Chin then calls students’ attention to the text she has highlighted. She reads through the yellow sections (the sections that were confusing) and engages in a think-aloud to identify the causes of her confusion, for example, unknown vocabulary words, long complex sentences, and so on. Ms. Chin then has students return to the yellow-highlighted passages in their text to determine where they became confused. Students underline words and make notes in the margins of the text. Again, Ms. Chin circulates to assess understanding. She repeats her modeling and then students practice with the passages of text highlighted in pink. She has students teach one pink-highlighted section to a partner.

When Ms. Chin first introduces this strategy at the beginning of the year, she provides ongoing opportunities for guided and then independent practice to ensure that students can apply the strategy to their reading. She reinforces the strategy at various times during the year.

Students cannot always highlight in textbooks; for this reason, Ms. Chin asks all students to bring in 3 × 3 Post-its, which is another strategy she learned from reading Tovani (2000, 2004). She keeps Post-its in the classroom and available to students as they read. Rather than highlighting text, students use Post-its to indicate where and why they are confused by the text and to hold places in the text that are important to their understanding. As with the highlighting activity, students explain their difficulties and understandings on the Post-its.

## Mini Lesson 2: Word Parts

Ms. Chin is aware of the vocabulary demands in U.S. history. ELLs must understand words they encounter in text and must also be able to retrieve and use these academic words in their writing. In brief mini lessons, Ms. Chin teaches students to use word *parts* for learning new words. Looking across history-content language, she has identified some important affixes: *a-*, *anti-*, and *non-* and *-ance*, *-ence*, *-ion*, *-ation*, and *-al*. She teaches one affix at a time, adding the new affix and words with that affix to one section of the word wall. She provides practice using word parts during lesson fillers (Saphier & Gower, 1997). In teaching the affixes *ion* and *ation*, for example, Ms. Chin provides students with a list of words found in their text and has students identify the affix and the root word, for example, *representation*, *taxation*, *cooperation*, *conception*, *rebellion*, *intimidation*, *civilization*. She guides students to understand that the affixes mean “the state or condition of being, which changes verb to noun” (IRA/NCTE, 2007). Teaching one affix at a time in focused mini lessons, Ms. Chin develops a wall of prefixes and suffixes for student practice and reference. (A teacher’s guide to affixes and root words is available online at <http://ReadWriteThink.org>; IRA/NCTE, 2007.)

## Mini Lesson 3: Collocations, Polysemy, and Idioms

Ms. Chin knows that ELLs are often challenged by language expressions that may seem quite simple. For example, in a simplified U.S. history book, students encounter the expressions: *tide of the battle*, *stage a showdown*, *win the friendship*, *driving force*. Ms. Chin teaches these words as *chunks* (Nation, 2001), and demonstrates to ELLs and other students their use in other historical writings. For example, in teaching *the tide of the battle*, Ms. Chin begins with the common meaning of ocean tide and illustrates the movement and force of the ocean tide. She then elicits from students the meaning of *tide* in the chunk *the tide of the battle*. She provides students with context for other expressions using *tide* that they will confront in history and current events, such as *the tide has turned* and *the turning of the tide*:

- According to the news story, the tide has turned for mine families; rescuers have located the trapped miners.
- Senator Lieberman says the tide has turned in the Iraq war.
- The mayor issued a statement that his city would reduce greenhouse emissions, indicating that the “leadership tide has turned on climate change” (“Leadership Tide Has Turned,” 2007).

## Mini Lesson 4: Academic Writing (Hedging in History)

Ms. Chin knows from reading (Hinkel, 2004) and from reviewing the writing of ELLs that a common error in their writing is the inability to hedge. Too often student writing is replete with overstatements, absolutes, and exaggerations. For example, in describing causes leading to the Revolutionary War, Mehmet writes,

After the British won the French and Indian war they needed money and put taxes on the colonies. This was the first cause of the war. The British passed a lot of tax laws that made the colonists decide that it was taxation without representation. This was the next cause of the war. Some colonists did not want independence, but others did. Then Thomas Paine wrote “Common Sense.” This made colonists decide to declare independence.

The spelling has been corrected, yet second-language influence remains obvious. One of the problems with the writing is that it lacks hedging, an expectation of academic writing. Consider how differently Mehmet’s excerpt reads when hedging is employed (the underlining indicates hedging):

After the British won the French and Indian war they needed money and put taxes on the colonies. The British need for money is thought to be one of the first causes of the war. The British passed several tax laws, which the colonists considered to be taxation without representation. Although some colonists did not want independence, others did. Then Thomas Paine wrote “Common Sense.” This writing is often considered to have helped colonists decide to declare independence.

As the students prepare to write in U.S. history, Ms. Chin provides mini lessons to teach academic writing. To begin these lessons, Ms. Chin focuses ELLs and other students on the *essential language question*, “Will your voice be heard?” She explains to students that for their written voice to be heard, they must be able to express their ideas in academic English. She then engages them in activities that she describes as “Let’s sound academic.” In one mini lesson she asks students to make a list of expressions they commonly use, such as, *I always . . .*, *I never . . .*, and *Everybody . . .*. Once students have made lists, Ms. Chin provides them with academic hedging words, such as *generally, frequently, often, ordinarily, and usually* to replace the more common *always*. She provides them with academic words such as *infrequently, rarely, and seldom* as possible replacements for *never*; and *many people, colonists, historians, writers, Native Americans*, and so on, or *some people (etc.)*, a *number of people (etc.)* to replace *everybody*. Students work in pairs to convert their original sentences to academic writing. Students read their work aloud to hear the differences in their writing. Ms. Chin keeps lists of academic hedging words and also academic expressions that replace common conversational expressions, on file for student reference.

## CHAPTER SUMMARY

In this chapter, Ms. Linda Chin illustrated how she has structured her classroom and lessons to promote purposeful academic-language interactions between ELLs and other students. Ms. Chin has established content-area learning outcomes that illustrate what all students must understand, and differentiated assessments that enable students to demonstrate understanding apart from English-language proficiency. Ms. Chin has differentiated language learning outcomes to allow for the English proficiency levels of her students. Ongoing assessment of student progress facilitates academic-language development.

Ms. Chin has dedicated considerable time to ensuring that materials are accessible to her students and to teaching reading, vocabulary, and writing lessons that scaffold academic-language use. Each lesson is aligned with principles of teaching ELLs and with the TELLiM standards.

## Assessment Evidence Activities

- AE-1 Describe how Ms. Chin acknowledges and builds on students' funds of knowledge in his lessons. Provide specific examples.
- AE-2 Explain the ways in which her lessons are consistent with the TELLiM model.
- AE-3 Construct a T-chart illustrating the ways in which Ms. Chin's lessons are consistent with the steps of the TELLiM model. The Classroom-Specific Standards and the Lesson Planning Checklist are useful guides here.
- AE-4 Explain how Ms. Chin's lessons build content-area knowledge and academic-language proficiency.
- AE-5 Identify instances of differentiation in Ms. Chin's lessons. Explain the benefits of these instances and support your rationale with examples from the text.
- AE-6 Explain how Ms. Chin assesses instruction and builds instruction based on assessment.
- AE-7 Using the lesson checklist, create one new lesson for the content-area unit that you are developing.

## Resources for Classroom Use

- American Library Association: "What Are Primary Sources?" [www.lib.washington.edu/subject/History/RUSA](http://www.lib.washington.edu/subject/History/RUSA)
- Digital History: *Native American Voices*. [www.digitalhistory.uh.edu/native\\_voices/native\\_voices.cfm](http://www.digitalhistory.uh.edu/native_voices/native_voices.cfm)
- Discussion questions and lesson ideas. <http://school.discoveryeducation.com/lessonplans/programs/therevolutionarywar/#sug>

- EDSITEment: National Endowment for the Humanities. Contains history lessons that teachers can use or adapt for use in their classrooms. Most lessons provide reproducible worksheets and diagrams that teachers can use or adapt for use. [http://edsitement.neh.gov/tab\\_lesson.asp?subjectArea=3](http://edsitement.neh.gov/tab_lesson.asp?subjectArea=3)
- History Channel. <http://americanrevolution.org/>
- Document Analysis Worksheets: These include teachers' guides for teaching with documents and student analysis worksheets for written documents, photographs, cartoons, posters, maps, artifacts, motion pictures, and sound recordings. [www.archives.gov/education/lessons/worksheets](http://www.archives.gov/education/lessons/worksheets)
- National Archives Teaching with primary source documents. [www.archives.gov/education/lessons](http://www.archives.gov/education/lessons)
- National History Standards. [www.sscnet.ucla.edu/nchs/standards](http://www.sscnet.ucla.edu/nchs/standards)
- National Standards for Civics Education. [www.civiced.org/index.php?page=stds](http://www.civiced.org/index.php?page=stds)
- National Archives Document Analysis Worksheet. [www.archives.gov/education/lessons/worksheets/document.html](http://www.archives.gov/education/lessons/worksheets/document.html)
- National Archives Photograph Analysis Worksheet. [www.archives.gov/education/lessons/worksheets/photo.html](http://www.archives.gov/education/lessons/worksheets/photo.html)
- National Archives Archival Research Catalogue (ARC). [www.archives.gov/research/arc](http://www.archives.gov/research/arc)
- Images and audiofiles. [www.pbs.org/ktca/liberty/chronicle\\_timeline.html](http://www.pbs.org/ktca/liberty/chronicle_timeline.html)
- Traill, D. [www.archives.gov/education/lessons/revolution-images/activities.html](http://www.archives.gov/education/lessons/revolution-images/activities.html)